



DUKE'S
ALDRIDGE ACADEMY

APPLICATION PACK

POST OF	Estates Officer
----------------	-----------------

DETAILS ABOUT THE POST	
GRADE	SP7 – SP23 £20,092-£27,747
TYPE OF POST	Support
START DATE	As soon as possible
REASON FOR VACANCY	Establishment Needs

INFORMATION PROCESS	
CLOSING DATE	12noon, 22 nd May 2022
INTERVIEW DATE	tbc
INTERVIEW PANEL	Estates Director, Estates Manager and HR Advisor

EMPLOYMENT CHECKS REQUIRED
<ul style="list-style-type: none">• Completed application form• Employment history including explanation of any gaps• Proof of academic and professional qualifications• Receipt of two professional references• Enhanced DBS. Overseas criminal records check (if appropriate)• Prohibition from teaching check• Right to work in the UK• Health check

CONTENTS:

1. Principal's Letter to Candidates

2. Our Mission, Vision and Values

3. Safeguarding Strategy Statement

4. Ofsted Outcome Letter - November 2019

5. Job Description

6. Person Specification

7. Department Overview

8. How to Apply / Process of Selection



DUKE'S
ALDRIDGE ACADEMY

Dear Applicant,

RE: Estates Officer

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find attached an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply.

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.



DUKE'S
ALDRIDGE ACADEMY

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan
Principal – Duke's Aldridge Academy

Additional information about our academy can be found on the academy's website: www.dukesacademy.org.uk

OUR MISSION

Inspire to Excel

OUR VISION

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

OUR VALUES

We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

SAFEGUARDING STATEMENT

Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

September 2019

Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

Inspection dates:

5–6 November 2019

Outcome

Duke's Aldridge Academy continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

What does the school do well and what does it need to do better?

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

Safeguarding

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144900
Local authority	Haringey
Inspection number	10124650
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1019
Appropriate authority	Board of trustees
Chair of governing body	Malcom Weston
Principal	Monica Duncan
Website	www.dukesacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

Inspection team

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019

JOB DESCRIPTION: ESTATES OFFICER

Job Title:	Estates Officer (London)
Location:	Academy and cluster
Reporting to:	Estates Manager
Contract Basis:	Full time – 37 hours per week
Salary Scale:	£20,092-£27,747 (SCP 7 to 23)

Overall Responsibilities:

The Estates Officer role is to ensure that their academies functions safely and effectively on a daily basis. The role is customer focused and is key to ensuring that all estates and facilities services are available and fit for purpose at all times. As a member of the Estates Team, the Estates Officer is expected to set and maintain high professional standards at all times and support the academy leaders and the Estates Manager and the wider Estates Team in delivering both an outstanding service to our customers and the vision of the Trust. Whilst being based in a 'home' academy the Estates Officer maybe required to work and support other academies within the cluster and region.

Responsibilities

Estates Operation

- Manage the building and grounds and undertake repairs and maintenance to fixtures and fittings, including desks, tables and chairs, and decoration within the academy and the estates cluster of Academies
- Carry out in-house statutory testing as required
- Undertake physical work both indoors and outdoors, including: moving and lifting heavy objects, sweeping playgrounds, cleaning, gardening and grounds maintenance, setting up for curricular and non-curricular academy events, community use and other events as required by your customers
- Ensure all tests are logged and recorded using the Trust's processes
- Ensure litter bins are emptied as required and your academies are litter free
- Act as a key holder for your academies and attend emergency call outs as necessary
- Be responsible for the academies' security, including the opening and closing of the academies on a daily basis, including evenings, weekends and public holidays
- To report to the Estates Manager concerning all aspects of the lettings arrangements, including planning and maintenance and related issues if they occur.
- Replace lamps as instructed
- Synchronise clocks, time switches etc., as required
- Respond to all requests received from your academies in an appropriate and professional manner, logging and reporting actions and outcomes to the Estates Manager as required
- Ensure deliveries are dealt with safely and efficiently and notes are passed to the appropriate person, as well as ensuring items are moved to the appropriate place in a timely manner
- Follow safe systems of work, and have a working knowledge of relevant risk assessments and method statements

- Under instruction from the Estates Manager guide, monitor, manage or support contractors, carrying out planned maintenance and other works on site
- Take appropriate action and report all site security issues to the Estates Manager, as soon as becoming aware of such issues
- Ensure CCTV equipment is used in conjunction with Trust policy
- Ensure all safeguarding procedures are adhered to and any issues are reported to the designated person within your academies
- Ensure the intruder alarm system is always activated and the buildings are not left unsecured. Report any issues to the alarm company and the Estates Manager
- Ensure all entry points, including gates, doors, windows and other security measures are working effectively and that any security issues are reported the Estates Manager
- Ensure compliance with Control of Substances Hazardous to Health regulations and if unsure seek advice from the Estates Manager
- Report any health and safety issues to the Estates Manager, as soon as becoming aware of such an issue, having made the issue as safe as possible
- Ensure that you support the implementation of and champion the Trust's Health and Safety policy at all times, completing and adhering to risk assessments, safe working practices and procedures.
- Responsible for the on-site management and coordination of an external contractor such as cleaning, catering and or grounds management
- There will be times when you will be required to work and support an academy within your cluster

Other

- Lettings and hiring of facilities; oversee bookings, setting up rooms / equipment / facilities & breaking down as required, supervising lettings sessions, ensuring hirers safety whilst on site and lettings and hirers adhere to Academy lettings procedures
- The Estates Manager is responsible and accountable for safely carrying out day-to-day operational tasks at academy sites. You are responsible for the safety of yourself and others and must not carry out any tasks, for which you do not have suitable experience or qualifications. If in doubt seek advice from the Estates Manager
- To undertake the required swimming pool water quality and chemical testing.
- To report and escalate any test results that are outside of the required and stated parameters and take action as directed to your level of knowledge and competence
- To undertake swimming pool and pool plant operations tasks in line with the training received
- To raise any safety or operational concerns regarding the pool test results and general pool operations in line with your knowledge and competence
- To ensure, in relation to all the above responsibilities, that systems for monitoring and reporting are used
- To work with the Estates Manager and senior Estates staff, academy leaders to deliver a first class service that meets our customer's expectations
- To carry out other reasonable tasks, as directed by the Estates Manager and academy leaders, including carrying out some or all of the above duties at other academies within the area and cluster

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Aldridge Education.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the relevant staff handbook.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be

so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the Trust at the reasonable discretion of the Chief Executive Officer.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all Academy and Trust related matters.
7. To obtain estimates and quotes where needed for any building or refurbishment works
8. Collect supplies in order to make emergency repairs
9. To complete necessary safeguarding and child protection training and any other training programmes as deemed necessary in order to ensure the safety of the pupils and staff at all times

Other Responsibilities

Operating at all times within the stated policies and practices of the Cluster Academies and the wider Trust.

Abiding by and practicing the Aldridge Education Operating norms:

- We are Aldridge Education
- The standard is excellence
- We champion equality
- We're in the work together
- We behave with integrity
- We lead by example
- We use time well

Equal Opportunities

- To know and adhere to the Trust equal opportunities policy and equalities legislation and implement in relation to job responsibilities in employment and service delivery.

Health and Safety

- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To co-operate with the Trust insofar as is necessary to enable it to comply with its duties under relevant health and safety legislation.

Safeguarding of Children Young people and Vulnerable Adults

To be aware of and work in accordance with the Trust safeguarding child protection policies and procedures in order to safeguard and promote the welfare of children and vulnerable adults and to raise any concerns relating to such procedures which may be noted during the course of duty.

The post holder will be required to have a valid Enhanced Disclosure and Barring Service (DBS) certificate and be re-checked every 3 years as per Trust policy.

	Essential	Desirable
Qualifications	Qualified to GCSE standard or equivalent	Training in a relevant trade or profession – e.g. joinery, painting and decorating, plumbing
Knowledge/Experience	<p>Experience of hands-on premises management and maintenance, building cleaning and or building management</p> <p>Use of general cleaning equipment</p> <p>Proven skills in repairs and maintenance in a variety of trades / disciplines, with good standard or DIY skills</p> <p>Taken responsibility for security of a building with general knowledge of security systems</p>	<p>Understanding through experience or qualification of health and safety practises</p> <p>Understanding of managing and working with contractors</p> <p>Previous experience of working in an education environment</p>
Line Management	<p>N/A - no direct line management</p> <p>Experience in the management and monitoring of 3rd party contractors</p>	
Budget	N/A	
Scope of the Role	Academy & local Academy cluster	
Skills/Abilities	<p>Ability to prioritise and manage time to meet customer requirements</p> <p>Proven skills and the ability to carry out general repairs, maintenance and general decoration skills</p> <p>Ability to lift and carry items</p> <p>Ability to follow and comply with instructions on equipment and/or materials usage</p> <p>Willingness to and effective in working as part of a team</p> <p>Ability to work to deadlines</p> <p>Ability to manage own work effectively</p> <p>Flexible approach in terms of working hours and work location</p> <p>Able to use own initiative</p> <p>Ability to carry out health and safety checks, implement corrective measures and maintain relevant records</p> <p>Good customer care skills</p>	<p>Use of commercial site maintenance equipment</p> <p>This may include a knowledge & / or experience in swimming pool operations and safety</p>

	Positive 'can do' attitude and approach to supporting the business and delivering an excellent customer experience	
Special Requirements	<p>To cover lettings and be willing to work outside of normal hours if required</p> <p>Must be reliable and resilient, hardworking and flexible with evenings and weekends.</p> <p>Willing to cover additional hours and be available for the ad-hoc lettings</p> <p>Willing to undertake relevant training</p> <p>Requirement to travel to other sites within the cluster or region when necessary</p>	<p>Previous experience in swimming pool operations, testing and routine maintenance</p>

ALDRIDGE EDUCATION ESTATES TEAM:

Estates Department Vision

The Estates Department Vision supports the Aldridge Attributes, it's foundation goals to inspire, skill & mobilise young people & the Education Vision to exceed by enriching the students experience. The Estates Team will deliver a safe & sustainable learning environment whilst maintaining, developing & enhancing our Academies and facilities to inspire not only our students but also our teachers, support staff and the wider community, now and in the future. Reducing our impact on the environment & striving to be carbon neutral, our Estate will provide the space and facilities that will develop our students' entrepreneurial specialisms that the Trust aspires to.

We are looking to appoint an Estates Officer to join our Trusts Estates Team. Working in our Duke's Aldridge Academy, the Estates Officer will ensure that the academy functions safely and effectively on a daily basis. The role is customer-focused and is key to ensuring that all estates and facilities services are available and fit for purpose at all times. As a member of the Trusts Estates Team, the Estates Officer is expected to set and maintain high professional standards at all times and support the academy leaders and the Estates Manager, and the wider Estates Team in delivering both an outstanding service to our customers and the vision of the Trust.

The Estates Officer will work on a shift rota which may include weekends.

Key responsibilities:

- Maintain the building and grounds and undertake repairs and maintenance to fixtures and fittings, including desks, tables and chairs, and decoration within the academy.
- Carry out in-house statutory testing as required and ensuring that all tests are logged and recorded using the Trust's processes.
- Undertake physical work both indoors and outdoors, including moving and lifting heavy objects, sweeping playgrounds, cleaning, gardening and grounds maintenance, setting up for curricular and non-curricular academy events, community use, and other events as required by your customers
- Follow safe systems of work, and have a working knowledge of relevant risk assessments and method statements
- Respond to all requests received from your academies in an appropriate and professional manner, logging and reporting actions and outcomes to the Estates Manager.
- Act as a keyholder for the academy and attend emergency call outs as necessary.
- Be responsible for the academy's security, including the opening and close of the academy on a daily basis, including evenings, weekends and public holidays.

Aldridge is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.

HOW TO APPLY / PROCESS OF SELECTION

If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online via the Trust's People HR Applicant Tracking System, <https://aldridgeeducation.peoplehr.net/Pages/JobBoard/Opening.aspx?v=13113838-dac3-4cf2-8239-71adba132370>
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: tbc

Your application forms should be completed via the People HR System. If this is not possible please send completed forms to: recruitment@dukesacademy.org.uk

Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

Feedback

Please note that we do not confirm receipt of applications.

Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

We look forward to receiving your application.